Saskatchewan
Education

Report on Developments in Indian and Metis Curriculum

The Indian & Metis Curriculum Advisory Committee

April 1988

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March 31, 1988

Honourable Lorne Hepworth
Minister of Education
Legislative Building
REGINA, Saskatchewan
S4S 3BO

Dear Minister,

I respectfully submit, on behalf of the Indian and Metis Curriculum Advisory Committee, the following report on activities during the past year.

We wish to thank you and your department for the financial and human resources given to the Community Education Branch and IMCAC. Continued support will enable us to continue to make progress in Indian and Metis education in the months to come.

Respectfully,

Earl N Cook

Earl Cook
Chairperson

The Indian and Metis Curriculum Advisory Committee

In March, 1984, the Native Curriculum Review Committee presented a *Five Year Action Plan for Native Curriculum Development* to the Minister of Education, the Honourable Patricia A. Smith.

One of the recommendations of the action plan called for the establishment of an on-going committee to advise the Minister on Indian and Metis curriculum development.

In September, 1984 the Minister established the Indian and Metis Curriculum Advisory Committee (IMCAC).

In 1986-87, the Committee met seven times:

September 30, October 1	-	Regina
November 18	-	Saskatoon
February 10, 11	-	Regina
April 30	-	Saskatoon
June 18, 19	-	La Ronge
September 29	-	Regina
November 25	-	Saskatoon

The Committee discussed all aspects of Saskatchewan Education's curriculum development. Some of the key resolutions, recommendations and other activities of the Committee follow:

- Sub-committees were established to work in the Social Studies, Native Studies, Arts Education, Health Education, Inservice, Language Arts, Indian Languages, Science/Math and Proposals areas of concern. These sub-committees met at each IMCAC meeting and often between regular meetings.

- The Minister of Education met with IMCAC at their regular meeting on February 11, 1987 at which time the 1985-86 Annual Report was presented.

- An Indian Languages Needs Assessment was conducted for Saskatchewan Education by the Saskatchewan Indian Languages Institute, with the final report being submitted in March, 1987.

- The contents of the Phase II inservice were approved to be developed to the pilot stage.

- Guidelines were established for IMCAC representatives on department curriculum committees.

- The Chairperson of IMCAC was named to represent IMCAC on the Educational Policies Committee. IMCAC passed a motion at the April meeting that a letter be written to the Minister expressing support for current directions in all the subject areas.

- A decision was made at the June IMCAC meeting to draft a policy statement on the teaching of Indian languages in Saskatchewan schools.

- IMCAC decided at its September 1987 meeting to further explore the idea of developing a provincial generic Indian languages curriculum based on the Alberta model.

- A motion was passed at the November, 1987 meeting that IMCAC prepare a set of recommendations to take to the Minister of Education that will address IMCAC's concerns in the areas of policy, budget, and the manpower needs of IMCAC.

The Indian and Metis Curriculum Development Team

In response to the *Five Year Action Plan for Native Curriculum Development*, the Minister of Education also established a team of curriculum developers within Saskatchewan Education. The team's mandate is to integrate Indian and Metis materials and concepts into the core curriculum, to develop supplemental materials and to develop Native Studies and Indian languages courses as recommended in the action plan.

The Indian and Metis Curriculum Development Team works closely with those involved in on-going curriculum development activities within Saskatchewan Education and is guided by the Indian and Metis Curriculum Advisory Committee.

IMCAC wishes to acknowledge the work of the Indian & Metis Curriculum Development Team in carrying out the recommendations of the *Five Year Action Plan for Native Curriculum Development.*

Principles and Guidelines for Indian and Metis Curriculum Development

Improvements to the education of Indian and Metis students are dependent upon changes in the processes of development (needs assessment, design, implementation and maintenance), the instructional approaches taken and presentation and representation in curricula and materials. The following principles and guidelines outline the direction these changes should take to benefit all Saskatchewan students:

Involvement of Indian and Metis People

Indian and Metis people will be involved in educational planning and curriculum development.

Suitability of Instructional Approaches

The dignity of students, both individually and collectively, will be respected by using instructional approaches which are sensitive to Indian and Metis cultural values.

Adequacy of Curriculum

Indian, Metis and Inuit peoples will be represented in core curriculum and elective courses at all grade levels. They will be presented fairly and accurately in all curricula and materials approved and developed by Saskatchewan Education. Courses and programs will be developed to meet specific needs and interests of Indian and Metis students.

Social Studies Development

Social Studies/Social Sciences ECE — 12

	All Grades	K to Grade 3	Grades 4 to 6	Grades 7 to 9	Grades 10 to 12
Phase I	Develop philosophy and goals for Native Studies Membership on K-12 Steering Committee Representation on division level working committees ■	See Native Curriculum Materials Development Projects Photo History I 1885 Materials IV ●	1885 Materials: See Native Curriculum Initiatives * Needs assessment for inclusion of Native Content ●	Year 2 core curriculum Develop in association with Development Division including specific units of study ◗	Needs assessment of core curriculum and for specific Native Studies courses See also: Native Curriculum/Materials Development Projects Native Studies 10, 20, 30 ●
Phase II		* Early Childhood Education Materials Needs Assessment ▲	* Years 1 & 2 Develop Native Content units and support materials Year 3 Involvement in development of core curricula and support materials ▲	Year 2 core curriculum Field Test, pilot, implement and plan inservice Year 1 & 3 core curriculum Develop in association with Development Division including support materials ●	
Phase III		* ECE Materials Develop, field test, pilot ▲	* Years 1 & 2 and Year 3 core curriculum Field test, pilot, plan inservice and implement ▲	Year 1 & 3 core curriculum Field test, pilot, plan inservice and implement ●	* Develop units for inclusion in Social Studies 10, 20, 30, 30H, Law 30, Family Life 30 * Identify and or develop support materials ▲
Phase IV		* ECE Materials Implement and plan inservice * Division I Needs Assessment for Native Content Develop units Identify and prepare support materials ▲			* Field test, pilot and plan inservice for Division IV units ▲
Phase V		* Field test, pilot, implement and plan inservice on Division I units and support materials ▲			Implement ▲

■ Completed ● In Progress ▲ Planned

The Indian and Metis Curriculum Advisory Committee has directed and monitored the incorporation of Indian and Metis content into the Social Studies curriculum guides and support materials currently being developed.

Specific suggestions for following the IMCAC Principles and Guidelines are made by IMCAC's Social Studies sub-committee to the member of the curriculum development team who serves on the Social Studies Project Team. The accurate portrayal of Indian and Metis lifestyles and cultures, both past and present, in all instructional materials, is a central goal of IMCAC's Social Studies sub-committee. Of equal importance, the IMCAC has ensured that developments in Indian and Metis content remain consistent with the program-design recommendations made by the Social Studies/Social Sciences Reference committee.

A member of the Indian and Metis Curriculum Advisory Committee sits on the Social Studies/ Social Sciences Curriculum Advisory Committee.

Much of the work accomplished to date is centered in the Middle Years grades, particularly grade 8 where development began. Work is proceeding concurrently and at different stages in grades 6, 7 and 9 where, similar to the grade 8 course, new curriculum guides, activity guides, textbooks and bibliographies are being developed.

IMCAC has made an initial attempt to determine whether or not the materials being piloted are meeting with similar success in the federal reserve schools which indicated interest in piloting the new grade 8 course. The feedback obtained from teachers and their students shows strong support for both the content and the instructional strategies provided.

IMCAC will continue to facilitate and support the input of Indian and Metis agencies and institutions in the Social Studies Project and to ensure both accuracy and quality in the products developed.

Language Arts Development

English/Language Arts All Grades

	Ongoing Activities	Special Activities	K to Grade 3	Grades 4 to 6	Grades 7 to 9	Grades 10 to 12
Phase I	Membership on K-12 Reference Committee Membership on division level working committees ■	Major assessment of Language Arts Programs ■ * Research into various Language Arts approaches — CEL, ESL, PEP, REAP, Whole Language Experience, Basal Readers ■		See Native Curriculum Materials Develop Projects — Native Writers Workshop Materials ■		* Division IV English identify support materials ie recommended books ●
Phase II		Major assessment of Language Arts Programs Continued → ● * Needs assessment for schools with high Native population ● * Investigate possible Native Reading Series * Organize handbook for teachers on strategies for teaching Language Arts to Native students ●		* Create and/or identify low vocabulary/high interest materials for older students (ages 12-17) → ▲ Field test and pilot ▲	→	→
Phase III		* Teacher inservice on methodologies in the Language Arts for Native students ●	* Develop Native-oriented materials to support the Division I Language Arts Program ●	* Implementation and inservice for low vocabulary/high interest reading materials ▲	* In association with a small number of selected schools conduct research to determine appropriate methodologies and content for students during their adolescent identity crisis * Create instructional units and materials to meet these identified needs ▲	
Phase IV					* Field test and pilot the material units and approaches * Implement and plan inservice for Middle Years teachers ▲	

■ Completed ● In Progress ▲ Planned

The Indian and Metis Curriculum Advisory Committee continues to be involved in developments in the English Language Arts curriculum K-12. The Language Arts subcommittee of IMCAC met on several occasions in 1986-87 , receiving and providing information and feedback on the issues concerning the language arts education of Indian and Metis students.

The Indian and Metis Curriculum Advisory Committee also continues to be represented on the English Language Arts Curriculum Advisory Committee. As well, the member of the Indian and Metis Curriculum Development Team responsible for developments in language arts continues to be a member of the Language Arts Program Team within Saskatchewan Education and attends the meetings of the English Language Arts Curriculum Advisory Committee.

In May-June of 1987, A Proposed Policy for English Language Arts K-12 for Saskatchewan Schools was taken to the field for responses from educators. Feedback was solicited at eight regional meetings and individual responses were mailed in over the summer. A summary of the responses from the field was submitted to Saskatchewan Education in the fall of 1987. Work has now begun on revising the Proposed Policy to produce a Summary Paper that will be in accordance with the responses from the field. As well, work has begun on drafting a comprehensive scope and sequence K-12 for curriculum writers that will reflect the philosophy articulated in the policy paper.

The Indian and Metis Curriculum Advisory Committee has indicated its support for the policy directions that are advocated in the Proposed Policy, and is awaiting the completion of the final document.

Health Education Development

Health/Lifestyles **All Grades**

	Ongoing Activities	Special Activities	K to Grade 3	Grades 4 to 6	Grades 7 to 9	Grades 10 to 12
Phase I	Membership on K-12 Steering Committee Membership on division level working committees ■				Health Action Participate in discussion on Health Guide * Research and develop units for Health Action * Field test ■	
Phase II		* Needs assessment — locate locally produced materials ●	* Research and develop health programs and materials for Division I ▲		* Pilot Health Action and Native related units * Implement and plan inservice ●	
Phase III			* Field test and pilot programs and materials * Implement and plan inservice ▲	* Research and develop health programs and materials for Division II ▲	* Monitor program implementation ●	
Phase IV			* Continue inservice and monitor program implementation ▲	* Field test and pilot programs and materials * Implement and plan inservice ▲		* Identify Native related issues for Division IV Health Programs * Develop units * Field test and pilot units ▲
Phase V				* Continue inservice and monitor program implementation ▲		* Implement Native related issues units with teacher inservice ▲

■ Completed ● In Progress ▲ Planned

Saskatchewan Education's new Division III Health Education curriculum is now in its third year of implementation. As is recommended by the *Five Year Action Plan for Native Curriculum Development*, Indian and Metis content has been included. For example, the Saulteaux model called "The Successful Individual" was developed for grades 7, 8 and 9 using the theme recommended at each grade level. This material as yet has not been distributed to the schools but requests for it have been coming in from the field. As well, support for the Indian and Metis content has been expressed at inservice sessions.

A draft lesson for grade 7 in the Family Life unit was completed by the Indian & Metis curriculum developer responsible for Health. When other units for other grade levels in the Health Lifestyles curriculum are developed, the Indian and Metis Curriculum Development Team will continue to develop content and to participate in the evaluation of support materials.

Arts Education Development

Arts Education (Art, Music, Dance, Drama) K-12

	All Grades	Art K-9	Aesthetic Education	Grades 10 to 12
Phase I	* Formulate Native Cultural Arts philosophy as an aspect of aesthetic education ■ Involvement in Departmental planning process ■	* Develop schema and conceptual structure for K-9 Native Art Heritage ●	* Develop schema for Native-oriented lessons for overall Arts Education program ■	
Phase II		* Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage Develop support materials ●	* Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage. * Develop support materials ●	
Phase III		* Field test and pilot, plan inservice ●	* Field test and pilot, plan inservice ●	Examine Arts Education for Division IV * Needs Assessment ●
Phase IV		* Implement units with inservice ▲	* Implement units with inservice ▲	* Produce units, lessons and courses (if needed) in Native cultural arts for Division IV *Create teacher inservice to introduce 10-12 Native arts, music and dance units/lessons/courses * Pilot ▲
Phase V		* Monitor and maintain ▲	* Monitor and maintain ▲	* Implement 10-12 Cultural Arts * Conduct inservice workshops identify support services and personnel ▲

■ Completed ● In Progress ▲ Planned

At the recommendation of the Arts Education Advisory Committee the name Aesthetic Education was changed to Arts Education (dance, drama, music, visual art). One reason for this change was for the purpose of including handcrafts as part of the Arts Education program, thus broadening the definition of the program. If Fine Arts had been the choice of title, Indian and Metis handcrafts, or handcrafts of any cultural group, would not have been accomodated in the program.

The recommendation of the *Five Year Action Plan for Native Curriculum Development* to include Indian and Metis content and participation in the development of the Arts Education curriculum continues to be implemented as is indicated by the following developments:

- The participation of an Indian and Metis Curriculum Development Team representative on the Arts Education Project Team.

- The Indian and Metis perspectives and content have been included in the initial draft of the K-5 Arts Education program objectives.

- The pilot edition of the K-5 Arts Education teacher's curriculum and activity guide has been developed. It contains some aspects of Indian and Metis content with additional Indian and Metis perspectives and content to be included in the next draft as time constraints prevented this from occurring fully in the first draft.

- The Arts Education developers, including the Indian and Metis Curriculum Development Team representative, held inservice workshops during November 1987 for the teachers piloting the K-5 Arts Education materials.

- A draft form of the teacher's handbook for Metis Dances and two accompanying audiotapes were completed for piloting.

- At the invitation of the Saskatchewan Indian Cultural Center, the member of the Indian and Metis Curriculum Development Team responsible for Arts Education has been sitting on an advisory committee for the production of a teacher's handbook on Plains Indian dances so that the document will fulfill the requirements of a resource material for the Arts Education curriculum.

Indian Languages Development

In keeping with the recommendations of the Five Year Action Plan for Native Curriculum Development, an assessment of Indian Languages in Saskatchewan was undertaken by the Saskatchewan Indian Languages Institute of the Federation of Saskatchewan Indian Nations in Saskatoon in 1986-87. The results of the needs assessment were compiled and submitted to Saskatchewan Education by the Saskatchewan Indian Languages Institute in March, 1987 and included the following documents:

- A literature review summarizing current literature in the area of Indian languages education.
- A report on Indian languages programs presently in place in provincial, band, and federal schools.
- A Cree language proficiency test which can be adapted for other Indian languages.
- A rationale for the nature of the approach taken for the development of the Cree language proficiency test.
- A summary report containing recommendations to Saskatchewan Education concerning the development of Indian languages curricula for Saskatchewan schools.

Upon reviewing the results of the needs assessment, the Indian and Metis Curriculum Advisory Committee passed a resolution at its June meeting that a rationale for the teaching of Indian languages in Saskatchewan be written, based on the findings and recommendations of the Saskatchewan Indian Languages Institute. The Indian Languages sub-committee of IMCAC met on several occasions over the next few months to advise and provide direction to the writing of this document. Upon approval of IMCAC, the final draft will be submitted to the Minister of Education in 1988.

As well, IMCAC has discussed the approach being taken in Alberta for Indian languages curricula, and has recommended that this approach be explored as a possible model for Indian languages curriculum development in Saskatchewan.

Native Studies Development

For the first time in the history of Saskatchewan Education, a Native Studies course developed by the department will receive approval for accreditation.

Native Studies 10 and 20 have been developed in accordance with the recommendations of the *Five Year Action Plan for Native Curriculum Development* by the Community Education Branch under the direction of the Indian and Metis Curriculum Advisory Committee.

In September of 1987, Native Studies 10 began its second year of pilot. It is being implemented in twenty-eight provincial schools and in six band-controlled schools. To date, the response from teachers about the course and its impact upon students has been overwhelmingly positive. Indian and Metis students enrolled in the program are expressing interest, respect and pride in their heritage. Non-Native students are exhibiting an increased respect for the culture and history of Indian and Metis peoples. The units of study for "Social Organizations of Indian and Metis Peoples" include:

- Religious Philosophy
- Family Life
- Political Life
- Economic Life
- Education
- Recreation/Leisure/Arts

Native Studies 20 is currently being developed utilizing similar procedures to Native Studies 10. The theme for Native Studies 20 is "Contemporary Issues of the World's Indigenous Peoples". Issues affecting global indigenous peoples will be examined in four main categories:

- Social Justice
- Change
- Self-Determination
- Development

Native Studies 20 will begin its first year of pilot in September, 1988.

Science Education Development

An assessment of the Science curriculum was completed by Saskatchewan Education in the spring of 1987 and development work has begun. A member of the Indian and Metis Curriculum Development Team participates on the Science Project Team and a representative of the Indian and Metis Curriculum Advisory Committee continues to sit on the Science Education Advisory Committee.

A paper on possible Indian and Metis content and strategies for Science Education was completed for the Indian and Metis Curriculum Advisory Committee and discussed at the June, 1987 meeting.

Projects

- The Phase II inservice package and support video and audiotapes were developed to the pilot stage.
- The Metis Dance package was developed to the pilot stage.
- "Images", a videotape showing the relationship of northern artists to their environment, was completed and is available from Educational Media Services.
- "Story Circles", a drama handbook for teachers of Indian and Metis students, based on a program at the Saskatoon Native Survival School, was completed and is available from the Saskatchewan Teachers' Federation Teaching Materials Center.

Native Curriculum/Materials Development Projects

	Project 1	Project 2	Project 3	Project 4	Project 5
Phase I	Develop *Handbook for Teachers of Native Children* ▲	Provide support and assistance for locally developed courses and materials ●	Develop *Bias Free Materials* pamphlet Implement and plan inservice for pamphlet ■	Develop and field test general inservice package for teacher sensitization toward Native people and Native issues ■	Research and develop 1885 materials with Divisions I-IV Social Studies focus ■
Phase II	Pilot Handbook with preliminary inservice package ▲	Refine locally developed materials for publication where appropriate ▲	Monitor implementation and maintain inservice ●	Implement inservice package ■	Field test and pilot 1885 materials ■
Phase III	Publish and distribute *Handbook for Teachers of Native Children* Implement with inservice ▲			Maintain inservice package and adapt as necessary to meet teacher needs ●	Implement and plan inservice for 1885 materials ●
Phase IV	Monitor implementation and maintain inservice ▲				Monitor use of materials ●
Phase V					

■ Completed ● In Progress ▲ Planned

Native Curriculum/Materials Development Projects

Project 6	Project 7	Project 8	Project 9	Project 10	Project 11
Develop History — Indian/ Native Lifestyles and Teacher's Manual for Division I integrated studies Field test and pilot ●	Develop Native Writers' Workshop manuscripts for Division II & III supplementary readers Field test Develop Teacher's Guidebook ■		Develop Native Studies 10 Field test ■		
Implement and plan inservice Develop Photo History in alternate form for Divisions II-IV ●	Pilot stories and guidebook ■ Implement and plan inservice ●	Revise Dakota Documents for use in Division IV Social Studies ■	Develop Native Studies 20, Field test Pilot Native Studies 10 ●	Produce northern oriented resource materials Field test and pilot ●	Organize Dene (Chipewyan) materials ●
Develop Teacher's Cross-Reference Guides for Divisions II-IV Social Studies Field test and pilot ▲	Monitor and maintain ▲	Develop units of study based on Dakota Documents field test and pilot ●	Develop Native Studies 30, field test Pilot Native Studies 20 Implement Native Studies 10 and plan inservice ●	Integrate northern oriented materials into appropriate courses ●	Develop units of study about Dene (Chipewyan) People ▲
Implement and plan inservice ▲		Integrate units into appropriate courses Implement and plan inservice ▲	Pilot Native Studies 30 Implement Native Studies 20 and plan inservice Monitor and maintain Native Studies 10 ▲		Field test and pilot materials and units ▲
Monitor and maintain ▲		Monitor and maintain ▲	Implement Native Studies 30 and plan inservice Monitor and maintain Native Studies 10, 20 ▲		Integrate materials and units in appropriate courses ▲

■ Completed ● In Progress ▲ Planned

Indian and Metis Awareness Inservice

Phase I: Awareness & Phase II: Application

Goals:

- To heighten the awareness of participants in regard to Indian and Metis peoples.
- To increase participants' understanding of the most appropriate content and processes for teaching about Indian and Metis peoples, as well as for teaching Indian and Metis students.
- To respond directly to the requests for practical ideas and content information as stated by administrators, leaders, teachers, and resource people in the Phase I series of the workshops.
- To develop a shared commitment to the improvement of education for and about Indian and Metis peoples.

Phase I: Awareness and Understanding

- **Session 1:** Who Are We? Indian and Metis Peoples
- **Session 2:** History of Indian and Metis Education
- **Session 3:** Principles of Indian Philosophy
- **Session 4:** Beyond Bias: Informational Guidelines for Reducing Negative Bias in Instructional Materials
- **Session 5:** Assessing the Cross-Cultural Climate of Your School

The Indian and Metis Awareness sessions (Phase I) have been implemented in schools throughout northern and southern Saskatchewan. The leaders, who are teachers, had been selected by their school divison administration for their demonstrated interest and ability in this area. Resource people who have been contracted by the Department continued to support the leaders in their Phase I efforts.

To date, every region in the province has had the Phase I presentation delivered to at least one school division, and at best, to all community schools in the school division, with plans to continue in all schools.

Interest in Phase I has expanded beyond the usual education organizations to a number of institutions including: the City of Regina, the University of Regina, the Co-operators, affirmative action groups, and a number of parents' councils. These participants were enthusiastic in their praise for the high level of awareness raising that the sessions promoted about Indian and Metis peoples.

Phase II: Adaptation and Application

Repeating the development process of the Phase I sessions, the Indian and Metis Curriculum Development Team, under the direction of the Indian and Metis Curriculum Advisory Committee, has developed a new set of six sessions which will be piloted in 1988. A videotape in support of Phase II called "The Story of George" has been developed which addresses some current issues in areas related to Indian and Metis education, and encourages attention to and discussion of these issues.

Phase II is designed to promote a greater awareness and to foster improvement in areas related to Indian and Metis education.

- **Session 1:** Teaching Strategies for Indian and Metis Students
- **Session 2:** Cross-Cultural Communication
- **Session 3:** The Language Education of Indian and Metis Students
- **Session 4:** Increasing Parent and Community Participation
- **Session 5:** "So-Long Stereotypes": Activities to Dispute Negative Stereotypes
- **Session 6:** Teaching Arts Education Through Indian Dance and Philosophy

Indian and Metis Curriculum Advisory Committee Members 1987-88

Mr. Larry Ahenakew
Northern Education
Box 480
LA RONGE, Saskatchewan
SOJ 1LO

Ms. Gail Bear
Saskatchewan Indian Cultural College
Box 3085
SASKATOON, Saskatchewan
S7K 3S9

Mr. Brian Aubichon
Saskatchewan Urban Native Teacher Education Program
1310 Conn Ave
SASKATOON, Saskatchewan

Mr. Earl Cook
Northern Teacher Education Program
Box 887
LA RONGE, Saskatchewan
SOJ 1LO

Mr. Joe Gallagher
Saskatoon Native Survival School
1237 McNaughton Ave
SASKATOON, Saskatchewan
S7M 3X6

Dr. Cecil King
Indian and Northern Education Program
Room 3023, Education Building
University of Saskatchewan
SASKATOON, Saskatchewan
S7N OWO

Mr. Craig Melvin
Saskatchewan School Trustee's Association
400 - 2222 13th Avenue
REGINA, Saskatchewan
S4P 3M7

Mr. Calvin Racette
Gabriel Dumont Institute
121 Broadway Avenue
REGINA, Saskatchewan
S4N OZ6

Ms. Freda Ahenakew
Saskatchewan Indian Languages Program
Box 3085
SASKATOON, Saskatchewan
S7K 3S9

Ms. Joan Dagdick
Gabriel Dumont Institute
121 Broadway Avenue
REGINA, Saskatchewan
S4N OZ6

Ms. Gloria Mehlmann
Saskatchewan Indian Federated College
Federation of Saskatchewan Indian Nations
College West
University of Regina
REGINA, Saskatchewan
S4S OA2

Ms. Rita Bouvier
Saskatchewan Teachers' Federation
2317 Arlington Avenue
SASKATOON, Saskatchewan
S7J 2H8

Ms. Patricia C. Sonntag
Regional Co-ordinator of Curriculum
Box 5000
LA RONGE, Saskatchewan
SOJ 1LO

Mr. Roger Trottier
Indian Teacher Education Program
College of Education
University of Saskatchewan
S7N OWO

Mr. Adolf Volk
League of Educational Administrators,
Directors and Superintendents
2160 Cameron Street
REGINA, Saskatchewan
S4T 2V6

Dr. Kenn Whyte
Saskatchewan Education
2220 College Avenue
REGINA, Saskatchewan
S4P 3V7

Ms. Karen L. Shmon
AWASIS
2945 Cumberland Ave. S.
SASKATOON, Saskatchewan
S7J 2A7

Ms. Pauline McKay
Indian and Native Education Council (AWASIS)
1648 Muir Drive
PRINCE ALBERT, Saskatchewan
S6O 6V7

Mr. James McNinch
Director of SUNTEP
505 - 23 St. E.
SASKATOON, Saskatchewan
S7K 4K7

The Indian and Metis Curriculum Advisory Committee is committed to continued input into the development of Indian and Metis curricula for Saskatchewan school children. The committee will continue to guide the work of the Indian and Metis Curriculum Development Team in 1987-1988.

Anyone interested in contacting the committee may do so by writing:

Mr. Earl Cook
Chairperson
Indian and Metis Curriculum Advisory Committee
c/o Northern Teacher Education Program (NORTEP)
Box 887
LA RONGE, Saskatchewan
SOJ 1LO

Indian and Metis Curriculum Development Team Members 1986-87

Dan Russell	Director, Community Education Branch
Mary Heit	Language Arts/Indian Languages/Inservice
Maureen Johns	Native Studies/Inservice
Sheila Brass	Arts Education/Health Education/Inservice
Gloria Mehlmann	Social Studies/Inservice
Hal Richards	Science Education
Blanche Cowley-Head	Health Education
Sydney Davis	Social Studies
Cindy Fontaine	Clerk Typist II